

THE JUNIOR HIGH SCHOOL

by

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CHAPTER I.

What Is Being Done.

The Junior High School is advocated by many educators as being a very desirable change in the educational system of the United States. It is claimed to furnish a natural and efficient change in school management at the beginning of the adolescent age of school children -- an age which is one of the most critical in the life of the student.

By Junior High School is here meant the organization of the seventh and eighth grades on the high school plan with the ninth grade with special reference to the effect on the seventh and eighth grades.

Superintendent F. F. Mace, now of Pecos, Texas, has been trying departmental work in the seventh and eighth grades of his schools for about ten years. He says that in every particular the results are more satisfactory than those of the old plan.

In November 1909, Superintendent James of Berkeley, California, recommended to the Board of Education that the schools be divided into three groups, the first group to include the first six grades; the second group to include the seventh, eighth, and ninth grades, and to be known as the Lower High School; and the remaining three grades to comprise

the Upper High School. Thus the first Lower High School was organized in Berkeley in 1910. The Superintendent reports that the plan has not been tried there under favorable conditions, because they have not been able to provide separate buildings for their Lower High Schools. Nevertheless, the plan has proved advantageous. Two other such schools have been organized there since 1910.

The Intermediate School consisting of the seventh, eighth, and ninth grades, has been in successful operation in Los Angeles, California since September 1910.

In Evansville, Indiana the first of a proposed series of Junior High Schools was opened in September 1912. It consisted of the eighth and ninth grades. The plan was successful and later the seventh grade was added. The Junior High School occupies a separate building away from the upper grades. Both schools, however, use the same auditorium, gymnasium, and manual training shops.

Clinton, Iowa organized a Junior High School in 1914. It has been in operation only one year but the plan has proved satisfactory.

The public schools of Chanute, Kansas are organized in the six-three-and-three plan. All seventh-eighth-and ninth-grade pupils are assembled in a Junior High School building separate from the Senior High School and from the grammar

grades. It has been in operation only one year. The Junior High School building is equipped with gymnasium, auditorium, and study hall, a domestic science room with dining room, a Manual Training^{shop} with finishing room and a laboratory for General Science.

Neodesha, Kansas has had a six-year high school for two years. The seventh to twelfth grades inclusive are cared for in one building. The school has an entire city block to be used as play ground and athletic field. Their school day begins at eight o'clock in the morning and continues till five in the afternoon, thus the school plant is in more continuous use than it was under the old system.

There are several other schools which have organized the work of the seventh and eighth grades into departments. The Forster Junior Secondary School of Somerville, Mass., has just closed a successful year. Rochester, New York plans to establish a Junior High School in September and add others later till all seventh-eighth-and ninth-grade pupils are assembled in Junior High Schools, thus organizing on the six--three-and-three plan. Several Kansas towns have adopted the grades, among them being Salina, Winfield, Iola, Williamsburg, Fredonia, Belleville, and Great Bend.

CHAPTER II.

The Effect of The Junior High School on
Attendance.

In this chapter I present figures to show the effect of the Junior High School plan on attendance. It was originally intended to compare records of the seventh and eighth grades of the Junior High Schools of Chanute and Neodesha for the time that each had been in operation, with an equal period of time preceding their organization. We are able to make such a comparison in Chanute where the Junior High School has just closed its first year. We also have similar figures from Neodesha for one complete year and eight months of the next year of the six-year high school, compared with those for one year (1912-13) immediately preceding its organization. But the daily records of those grades in Neodesha for the year 1911-12, two years previous to the organization of the six-year High School, were not available.

Table No. I shows that in Chanute ninety-eight seventh-grade pupils, during September 1913, under the one-teacher plan, made four absences each $\frac{1}{2}$ day in length, five one day in length, one of two days and one of five days. This proves the tendency of pupils who are obliged to be out of school for three or four days, to remain out till the following

Monday. In all these tables representing the old plan there are more 5-day than 4-day absences. It is also true that the 10-day absences exceed in number, the 9-day absences. Under the Junior High School plan this is not true. Table No. VII is the only one, representing the latter plan, in which there are more 5-day than 4-day absences.

We also see there is less diversity of absences under the new plan. Most of the absences are for periods of short time. There are far fewer absences, 8-, 10, 12-days in length than there were under the old plan. This indicates that pupils prefer to be in the Junior High School than to be away; and that if one cannot be in school for a day or two he is anxious to return to school as soon as possible and that his absence be no longer than is absolutely necessary.

Table No. 1, showing number of absences made by ninety-eight Seventh Grade pupils of Chanute during each month of the year, 1913-1914, the last year of the 8 and 4 plan.

[illegible]

Table No. II, showing number of absences made by 141
 Seventh Grade pupils of Chanute during each month of the year,
 1914-1915, the first year of the Junior High School.

Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	6	9	1		1								18
Oct.	33	5											$21\frac{1}{2}$
Nov.	5	9	2	2									$21\frac{1}{2}$
Dec.	18	11	2	1	1						1		29
Jan.	5	7	3										$15\frac{1}{2}$
Feb.	16	23	2	1	1	1							47
Mar.	18	20	6	2	3	2							69
Apr.	23	11	3				1	1					$41\frac{1}{2}$
Total number of days absent during the year. -----													263

Table No. III, showing number of absences made by 141
Eighth Grade pupils of Chanute during each month of the year,
1913-1914, the last year of the 8 and 4 plan.

Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	12	13	Totals
Sept.	3	2	2	1											$10\frac{1}{2}$
Oct.	11	5	4	1	1										$25\frac{1}{2}$
Nov.	9	12	2	2	1	1									$35\frac{1}{2}$
Dec.	18	6			1	2	1	1							42
Jan.	9	7	7	3	2	2					1			(1-16)	$78\frac{1}{2}$
Feb.	13	11	6	4	1	3	1	2					1	(1-16)	$108\frac{1}{2}$
Mar.	10	5	7	3	1	4		2					1	(1-14)	97
Apr.	19	5	2	2	3	3	1		1		1			(1-15)	$90\frac{1}{2}$
May.	18	7	4	4	3	8	3	1	2					(1-18)	147

Total number of days absent during the year. ----- 635

Table No. IV, showing number of absences made by 136
Eighth Grade pupils of Chanute during each month of the year,
1914-1915, the first year of the Six-Year High School.

	Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	4	3					1							10
Oct.	14	4												11
Nov.	1	3				1								$7\frac{1}{2}$
Dec.	13	5	2				1							$20\frac{1}{2}$
Jan.	4	6	3	3			1							28
Feb.	14	12	4	3	2			1		1		1		60
Mar.	27	23	8	1	2					1		1		$81\frac{1}{2}$
Apr.	16	8	2	1										23
May														
Total number of days absent during the year. --														$241\frac{1}{2}$

Table No. V, showing the number of days absence in the Seventh and Eighth grades of Chanute, Kansas for eight months previous to the establishment of the Junior High School, and the first eight months of the Junior High School.

	Seventh Grades		Eighth Grades.	
	1913-14	1914-15	1913-14	1914-15
	Old plan	New plan	Old plan	New plan
	98 enrolled	141 enrolled	92 enrolled	136 enrolled
Sept.	14	18	$10\frac{1}{2}$	10
Oct.	12	$21\frac{1}{2}$	$25\frac{1}{2}$	17
Nov.	$14\frac{1}{2}$	$21\frac{1}{2}$	$35\frac{1}{2}$	$7\frac{1}{2}$
Dec.	25	29	42	$20\frac{1}{2}$
Jan.	94	$15\frac{1}{2}$	$78\frac{1}{2}$	28
Feb.	87	41	$108\frac{1}{2}$	60
Mar.	$78\frac{1}{2}$	69	97	$81\frac{1}{2}$
Apr.	94	$41\frac{1}{2}$	$90\frac{1}{2}$	23
May	53		147	
Totals	472	263	653	$241\frac{1}{2}$
Less May	419		506	
A decrease of	156			$264\frac{1}{2}$
Proportionate number of absences	4.27	1.86	5.5	1.72

Table No. VI, showing number of absences made by 51 Seventh Grade pupils of Neodesha during each month of the year, 1912-1913, the last year of the 8 and 4 plan.

	Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	10		2	1										9
Oct.	15		4	3	1									$20\frac{1}{2}$
Nov.	23		9	1	4		2							$44\frac{1}{2}$
Dec.	30		19	6	2	2	1		1					72
Jan.	29		14	4	5	2	4							$81\frac{1}{2}$
Feb.	21		23	4		2	2					1		$69\frac{1}{2}$
Mar.	11		16	7	3	3	3							$77\frac{1}{2}$
Apr.	19		8	4	3	1						2		$48\frac{1}{2}$
May	11		3	3	2		2		1			1		$45\frac{1}{2}$
Total number of days absent during the year ----														$462\frac{1}{2}$

Table No. VII, showing number of absences made by 61
 Seventh Grade pupils of Neodesha during each month of the year
 1913-1914, the first year of the 6 and 6 plan.

	Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	1						2							11
Oct.	2	3												4
Nov.	1	1			1	1	1							$13\frac{1}{2}$
Dec.		2	1	1										7
Jan.	3	16	5	2				1						$39\frac{1}{2}$
Feb.	6	16	1	2				1						33
Mar.	7	13	7	4	1	1	1							$57\frac{1}{2}$
Apr.	3	15	1											$18\frac{1}{2}$
May	1	16	3	3			1							$36\frac{1}{2}$
Total number of days absent during the year. ----														$220\frac{1}{2}$

Table No. VIII, showing number of absences made by 55 Eighth Grade pupils of Neodesha during each month of the year, 1912-1913, the last year of the 8 and 4 plan.

Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	17	11	1	1									$24\frac{1}{2}$
Oct.	14	10	2						1				29
Nov.	22	11	4	1					1				41
Dec.	41	14	6	3	1	2		1	1	1	(1-14)		$107\frac{1}{2}$
Jan.	22	18	5	1		2	1	1					63
Feb.	22	18	1	1					1				42
Mar.	34	8	11	1		1	1						61
Apr.	22	17							2				44
May	42	11	2	2		2							52

Total number of days absent during the year -- 464

Table No. IX, showing number of absences made by 63 Eighth Grade pupils of Neodesha during each month of the year, 1913-1914, the first year of the 6 and 6 plan.

Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	2	1					1						8
Oct.		2				1							7
Nov.		2	1										33
Dec.		3											3
Jan.	7	12	3		2								$29\frac{1}{2}$
Feb.	9	13	2		1								$25\frac{1}{2}$
Mar.	15	13	4	3	2						1		$55\frac{1}{2}$
Apr.	10	7	3	1									21
May	11	15	1		2	1							$(1-12)47\frac{1}{2}$

Total number of days absent during the year. -- 200

Table No. X, showing total number of days absence in the Seventh and Eighth Grades of Neodesha, Kansas, for one year previous and for one year subsequent to the establishment of the Junior High School.

	Seventh Grades		Eighth Grades	
	1912-13	1913-14	1912-13	1913-14.
	Old plan	New plan	Old plan	New plan.
	51	61 Enrolled	55	63
Sept.	9	11	24 $\frac{1}{2}$	8
Oct.	20 $\frac{1}{2}$	4	29	7
Nov.	44 $\frac{1}{2}$	13 $\frac{1}{2}$	41	3
Dec.	72	7	107 $\frac{1}{2}$	3
Jan.	81 $\frac{1}{2}$	39 $\frac{1}{2}$	63	29 $\frac{1}{2}$
Feb.	69 $\frac{1}{2}$	33	42	25 $\frac{1}{2}$
Mar.	71 $\frac{1}{2}$	57 $\frac{1}{2}$	61	55 $\frac{1}{2}$
Apr.	48 $\frac{1}{2}$	18 $\frac{1}{2}$	44	21
May	45 $\frac{1}{2}$	36 $\frac{1}{2}$	52	57 $\frac{1}{2}$
Totals	462 $\frac{1}{2}$	220 $\frac{1}{2}$	464	200
A decrease of	236		177	
Proportionate number of absences	9.06	3.22	8.42	3.27

Table No. XI, showing number of absences made by 71 Eighth Grade pupils of Neodesha during each month of the year, 1914-15, the last year of the and plan,

	Days $\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	8	7	1	1	1	2							30
Oct.	2	6			1					1			20
Nov.	8	4	3	2									20
Dec.	7	6	2	2		1							$24\frac{1}{2}$
Jan.	15	7	4	2	1								$32\frac{1}{2}$
Feb.	6	7	6	1						1			34
Mar.	13	13	9		1								$41\frac{1}{2}$
Apr.	11	12	1		2								$28\frac{1}{2}$

Total number of days absent during the year. ----- 231

Table No. XII, showing number of absences made by 68 Seventh Grade pupils of Neodesha during each month of the year, 1914-1915, the last year of the 6 and 6 plan.

	Days	$\frac{1}{2}$	1	2	3	4	5	6	7	8	9	10	11	Totals
Sept.	3	4	1											$7\frac{1}{2}$
Oct.	4	3	1		2	1								20
Nov.	13	14	1	3								(1-14)		$31\frac{1}{2}$
Dec.	11	19	3	5	2	4					1			$96\frac{1}{2}$
Jan.	10	9	3									2		40
Feb.	14	17	7	2	2	2			1			1		79
Mar.	19	18	4	1	1									$42\frac{1}{2}$
Apr.	10	16	4	1	1									37
Total number of days absent during the year --														354

Tables XIII, XIV, and XV show the increase in the percentage of attendance in Chanute and Neodesha since the adoption of the new plan. With the exception of the year 1911-12 in Neodesha, these percentages do not compare with percentages which could be obtained from term reports of the teachers. This is true because of the custom in these towns as well as in almost all others, of dropping a pupil from the roll after an absence of three days, and not marking him absent on the days following even though he may return to school later. In collecting data for this chapter I have considered that if a boy attends school during September, is out three weeks in October and returns for the last week in October he is absent fifteen days; though the teacher's daily register may show his absence as three days. But if a student dropped out and does not return I count no absence against him from the day he was last in school. Daily records of these grades in Neodesha for 1911-12 could not be had, and the percentages for that year were calculated from teacher's monthly reports.

Table No. XIII, showing percentage of attendance by months of the Seventh and Eighth Grades of Chanute for one year previous to and one year subsequent to the establishment of the Junior High School.

	Seventh Grades		Eighth Grades.	
	1913-14	1914-15	1913-14	1914-15
	Old plan	New plan	Old plan	New plan
Sept.	95.40	99.32	95.63	99.37
Oct.	98.80	99.11	98.12	99.12
Nov.	97.73	99.30	97.59	99.52
Dec.	98.11	99.04	96.80	99.10
Jan.	96.32	99.76	97.91	99.15
Feb.	94.50	98.32	93.97	98.83
Mar.	96.27	98.00	94.80	98.15
Apr.	97.00	98.58	90.50	99.46
Average	96.75	99.18	96.64	99.09

Table No. XIV, showing percentage of attendance by months of the Seventh Grades of Neodesha for the last two years of the old plan and the first two years of the six year High School.

	SEVENTH GRADES			
	Old plan		New plan	
	1911-12	1912-13	1913-14	1914-15
Sept.	96.11	99.23	99.27	99.53
Oct.	99.36	98.37	99.73	98.78
Nov.	99.45	96.77	99.09	98.10
Dec.	96.79	94.28	99.53	93.95
Jan.	97.10	93.53	97.96	97.71
Feb.	96.20	94.48	97.74	95.18
Mar.	95.04	94.23	98.60	97.34
Apr.	96.45	96.08	98.70	97.69
May	*	96.27	97.32	(*)
Average	97.06	95.91	98.66	97.28

* Information lacking.

(*) " " current month.

Table No. XV, showing percentage of attendance by months of the Eighth Grades of Neodesha for the last two years of the old plan and the first two years of the Six*Year High School.

/ EIGHTH GRADES				
	Old plan		New plan	
	1911-12	1912-13	1913-14	1914-15
Sept.	97.87	98.16	99.64	97.50
Oct.	96.90	97.86	99.42	98.40
Nov.	83.20	97.00	99.94	98.35
Dec.	86.00	92.09	99.75	98.21
Jan.	92.91	95.36	97.54	97.33
Feb.	81.87	97.88	97.84	97.21
Mar.	92.91	95.51	95.30	96.60
Apr.	86.46	96.76	98.03	97.66
May	*	96.17	95.76	(*)
Average	89.76	96.31	98.13	96.65

* Information lacking.

(*) " " , current year.

Tables XVI and XVII show the elimination in these schools occasioned by pupils dropping out of school. The number who dropped out of each grade, in each month is here given with the totals and the percentage of the class that the number represents.

Probably it was thought that those who dropped out under the old plan did so because of necessity. But under the new plan we see that the number leaving school is far less than it formerly was. This has been the case with an increased enrollment each year which further reduces the percentage of the class which is lost from school by elimination.

CHAPTER III.

The Effect of the Junior High School on
Elimination.

The Junior High School has been very effective in decreasing elimination in all the schools from which I have had information. Superintendent James of Berkeley, California, says "One of the Most commendable features of the plan is its keeping pupils in school. The wide gap which formerly existed between the common school and the High School is very effectively occupied by the Junior High School." In Clinton, Iowa, the percentage of eighth grade graduates who entered the ninth grade the first year after the organization of the Junior High School was six per cent greater than the percentage of eighth grade graduates which entered the ninth grade the year before.

It is well known, however, that any new plan or any considerable change may effect the enrollment for a year or at least for a few months simply because it is something new in school work or school administration. Even a new building will attract

some students who would not return under the same old familiar conditions. Without doubt this had some effect on the enrollment on those cities mentioned. In Chanute, Kansas, two new high school buildings were first occupied at the time the Junior High School was first put into operation. Enrollment and attendance in that city for the one year of the Junior High School has been very gratifying. And if we did not have records from other Junior High Schools older than one year it would hardly be a fair conclusion to credit all this to the new plan. But in Berkley and Los Angeles, California, the cities having the oldest Junior High Schools, the elimination has continued to be reduced thru the five and four years respectively of their existence.

Table No. XVI, showing the number of pupils who dropped out of the Seventh and Eighth grades of Chanute during the last year of the old plan and the first year of the Junior High School.

	Seventh Grades		Eighth Grades.	
	1913-14	1914-15	1913-14	1914-15
	Old plan	New plan	Old plan	New plan
Sept.	2	0	1	0
Oct.	1	1	4	1
Nov.	2	1	3	2
Dec.	0	0	1	0
Jan.	2	1	2	1
Feb.	2	0	6	0
Mar.	3	0	4	1
Apr.	1	0	3	0
Totals	13	3	24	5
Per cent of class	14.70	2.12	28.00	3.31

Table No. XVII, showing the number of pupils who dropped out of the seventh and eighth grades of Neodesha in 1912-13, the last year of the old plan, and in 1913-14 and in 1914-15, two years of the Six-Year High School.

	Seventh Grades			Eighth Grades.		
	Old plan	New plan		Old plan	New plan	
	1912-13	1913-14	1914-15	1912-13	1913-14	1914-15
Sept.	0	0	0	0	1	1
Oct.	0	1	0	1	0	0
Nov.	1	1	0	1	0	0
Dec.	1	0	1	0,	1	1
Jan.	0	2	0	2	1	0
Feb.	1	2	1	2	0	1
Mar.	3	1	3	1	1	1
Apr.	3	2	0	1	0	
Totals	10	14	5	8	6	4
Per cent of class	14.3	18.0	5.60	12.70	9.50	5.60

CHAPTER IV.

THE CURRICULUM.

The Junior High School curriculum offers much work to seventh and eighth grade pupils which they were formerly not permitted to take. All of the six Junior High Schools considered in this thesis allow high school credit for such work whether it is done in the seventh, eighth, or ninth grade. Table No. XVIII shows the number of credits allowed by the different schools in each of the branches mentioned. Thus we see that if a pupil, on entering the Junior High School, were allowed to spend his entire time on these subjects instead of continuing the branches of the common school he would be able to have at least eight high school credits at the end of his eighth year, and thus would be able to finish high school two years earlier than he does under the old plan. Or even if he takes only part of high school work in the seventh and eighth grades and devoted the remainder of his time to the grammar school subjects it is not difficult to earn enough high school credits to admit him to college a year or at least a half year earlier than he can under the former plan. This is a gain in time and certainly an advantage to those who finish high school and enter college.

Under this plan it appears that a greater number of eighth grade pupils will finish high school and enter college than under the old plan. But the Junior High School

Table No. XVIII showing the number of high school credits which can be earned below the ninth grade in each of the six schools mentioned.

Los
Angeles Berkeley Clinton Evansville Chanute
Neodesha

	Los Angeles	Berkeley	Clinton	Evansville	Chanute	Neodesha
Bookkeeping	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Typewriting	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Shorthand	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$			
Commercial Arithmetic	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Drawing	1	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Woodwork	1	1	1	1	1	1
Cooking	1	1	1	1	1	1
Sewing	1	1	1	1	1	1
Gen'l Science	1	1	1	1	1	1
German	2	2	2	1	1	1
Latin	1	1	1	1	1	1
French	1	1	1	1		
Spanish	1	1		1		
History	1	1	1	1	1	1
Music	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Phys. Training	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Totals	14	14	13	12	10	10

has not been in operation long enough to determine this. It is true, however, that a greater percentage of eighth grade graduates from the Junior High School enter the ninth grade than under the old plan. It is the opinion of all superintendents and principals whom I have consulted concerning the Junior High School that a greater percentage of their eighth graduates will be graduated from the high school than before.

But even if the new plan does not bring about an increased enrollment in the upper grades, and the percentage of students who leave school after completing the eighth grade is as great as before, still the student who spends two years in the Junior High School is better prepared to leave school than those students who spend eight years in the grammar school. Students in the Junior High School have opportunity to elect work in the Commercial Department, including Typewriting, Stenography, Commercial Arithmetic, Bookkeeping, and sometimes Commercial Law; in Manual Training, including Woodwork, Shopwork, Mechanical Drawing, and sometimes forging; and in Domestic Arts and Science including Cooking, Sewing, and Household Economy. Besides these electives there are Foreign languages, History, Music, and Physical Training. Practically all these subjects are electives, but they are very popular with high school

students. There are very few of the girls who do not take some Domestic Arts course, and few of the boys who do not take some work in Manual Training. Commercial courses are attended by both boys and girls. In these six Junior High Schools, since their organization, no student has spent his entire time in the seventh and eighth grades on the subjects which formerly comprised the common school curriculum.

CHAPTER V

Conclusion.

Another advantage of the Junior High School is departmental instruction. It is more likely that students will get expert instruction under this plan than under the one-teacher plan.

School "spirit" is desirable so long as the school as a whole is the unit. When it becomes class spirit and divides the school into groups and cliques it creates rivalry and is injurious. By separating pupils of the seventh, eighth, and ninth grades from the lower grades and from the upper grades, their interests are more nearly common. It is easy then to create a spirit in the school which aids in discipline and encourages scholarship. This is aided by the change of class room after each recitation, and by the frequent meeting of students in the halls, assembly rooms, gymnasium, and class rooms.

All the Junior High Schools mentioned in Table No. XVIII promote students by subjects rather than by grades. In most schools following the one-teacher plan it is the rule to retain a pupil in a grade a half year longer if he fails in one or more subjects. This causes a loss of time which does not occur in the Junior High School. Records for any of these schools except Chanute and Neodesha were not

obtainable. During one year in Chanute and two years in Neodesha just preceding the organization of the Junior High Schools there were ninety-four pupils of the seventh and eighth grades who failed to pass at the end of the half year. Since the adoption of the plan no student has failed in all the subjects in which he was enrolled. Furthermore, scholarship has greatly improved under the new plan. This is doubtless due in part to the change in administration and in part to the range of subjects offered.

Superintendents of all these schools give the same report regarding these two advantages of the new plan; superior instruction and a helpful school "spirit".

Still another advantage which the plan offers is the elimination of all those unpleasant and often embarrassing experiences of first year high school students. Under this plan there is practically no freshman class. All Sixth grade pupils are eager to leave the sixth grade and enter the high school. Many larger and older boys and girls object far less to being a third year pupil in a Junior High School than to being a Freshman in a four year high school. Then when they enter the Senior High School they are not considered Freshmen for they have already spent three years in a school whose organization and administration is practically the same as that into which they enter.